

Midwest Conference on Differentiated Instruction

July 21, 2012 - July 25, 2012

MA07 **An Introduction to the Differentiated Classroom: How It All Comes Together (Gr. 7-12)**

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Super Sleuth



Directions:

1. Walk around the room and find someone who can respond to one of the statements below. After responding verbally to your question, the person should initial within the square.
2. A person can only answer and initial one square on your card. Feel free to discuss the answer too.
3. The goals of Super Sleuth are to activate participants' prior knowledge in the area of differentiated instruction and to meet new people with new ideas.

What is your definition of differentiated instruction?

Give an example of when you have used differentiated strategies.

What is something that you would like to learn about differentiated instruction?

When and how do you use small group instruction?

What is a question that you have about differentiated instruction that you hope is answered today?

How do you get to know how your students learn?

How do you provide choice within your classroom?

What is one way that you have helped a struggling reader comprehend text?

What are some quick assessments that you have used to learn more about what your students know?

Differentiate According to Readiness, Interests, and Learning Profile

Content

- ❖ Resource materials at varying readability levels
- ❖ Audio and video recordings
- ❖ Peer and adult mentors
- ❖ Keyed concepts and highlighted vocabulary
- ❖ Ideas presented through both auditory and visual means including graphic organizers and flip charts
- ❖ Use of varied manipulatives and resources
- ❖ Anticipation guides
- ❖ Charts and models
- ❖ Multi-media presentations including PowerPoint® presentations
- ❖ Use of interest centers for additional exploration
- ❖ Use of events and interests in students' lives as examples in content areas
- ❖ Use of diversity regarding race, gender, cultures
- ❖ Use of multiple intelligences and learning styles, especially considering auditory, visual, and kinesthetic modes

Process (making sense and meaning of content)

- ❖ Use leveled or tiered activities (same content, but different levels of difficulty)
- ❖ Use a variety of reflection models
- ❖ Provide interest centers
- ❖ Hands-on materials
- ❖ Vary pacing according to student's readiness
- ❖ Literature circles and debates as cooperative activities
- ❖ Allow choice in strategies for processing and for expressing the results of processing
- ❖ Allow for working alone, in partners, triads, and small groups

Products (showing what is known and able to be done)

- ❖ Layered or tiered product choices
- ❖ Use student-designed rubrics to showcase criteria and levels of knowledge and understanding (with teacher input and guidance)
- ❖ Model, use, and encourage student use of technology within products and presentations
- ❖ Provide product choices that range in choices from all multiple intelligences, options for gender, culture, and race.
- ❖ Analogies, diagrams, demonstrations, presentations, open-ended response, on-demand writing, portfolios

Definitions Of Differentiated Instruction

"Differentiated instruction is a concept that makes it possible to maximize learning for ALL students. It is a collection of instructionally intelligent strategies based on student-centered best practices that make it possible for teachers to create different pathways that respond to the needs of diverse learners."

Staff Development for Educators

"Differentiation is a teacher's reacting responsively to a learner's needs. A teacher who is differentiating understands a student's needs to express humor, or work with a group, or have additional teaching on a particular skill, or delve more deeply into a particular topic, or have guided help with a reading passage – and the teacher responds actively and positively to that need."

Carol Ann Tomlinson & Susan Demirsky Allen

"A differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products so that each student can learn effectively."

Carol Ann Tomlinson



Steps Towards Differentiating

Unit Standards & Daily Objectives

Closely examine the Academic Content Standards and district curriculum guides. Write out similar objectives into units. Create Essential Questions and a Vocabulary Web (how all of the vocabulary words relate to one another) for the unit.

Pre-Assess

Use several different, creative ways to pre-assess the students in order to determine their levels of understanding and what should be taught within the unit.

Know Your Students

In order to differentiate and meet the students' needs, the teacher must know the students' strengths, interests, preferred learning style, multiple intelligences and growth opportunities. This can be done through observations, learning profiles, conferences, interest inventories, and preference surveys. This information enables the teacher to set up a positive learning climate for all students.

Set Up a Positive Learning Culture

To set up a positive learning culture, positive relationships of trust must be established among the teacher and students and student to student. This culture takes time and commitment to create.

Differentiate the Daily Lesson Plan

Based on pretest results and learning profiles, the teacher is now ready to differentiate the lessons. The teacher will differentiate based on students' interests, readiness, and/or learning profile. Products, activities, processes and content can all be modified so that students successfully receive instruction in the way that is best for them.

Assessment

Did the students master the objective? Were they successful? What new skills or knowledge do they have? Were they in the "flow" of learning? How would I modify the instruction or the unit before it is taught again?

A Simple Sequence for the Formative Assessment Process

The Cha-Cha-Cha's

“Chunk-Chew-Check-Change”

1. Provide a clear and understandable vision of the learning outcome each day (say it, show it, and go over it throughout the lesson). Students should be able to explain what is expected of them that day.
2. Students acquire a small **“Chunk”** of information (of course, in a differentiated way). This could be from a short video clip, your mini-lesson, reading, internet, WebQuest, software programs, each other, centers, etc.
3. Students then **“Chew”** the chunk just learned. Choose a way (or let them choose) for the students to **“Chew”** or think about the content. It's what the kids DO with what they just learned (web, graph, sort, act out, analyze, synthesize, research, etc.).
4. To explain the **“Chew”**, use examples of strong and weak work. Make sure it's extremely clear what is expected from them. This can be done by providing checklists, rubrics, written explanations and examples galore!
5. Offer regular descriptive feedback while they Chew (Checking for Understanding = **“Check”**) about where they are in relationship to that outcome.
6. Teach students to self-assess their learning and set goals based on their needs.
7. Design a way to assess their level of understanding of what was taught (break this into several components). Example: You might need to focus on each quality within the rubric and fully explain what each quality looks like.
8. Let students practice what they learned and revise according to feedback from rubric, self, others, and teacher (Might be a time for you to reteach or even enrich). This process is called the **“Change”** section of the Cha-Cha-Cha's. You must have all 4 sections for the formative assessment process to double the speed of learning!
9. Close the class by asking students to reflect on that day's lesson (objective question, important learning, goal for tomorrow, etc.). Great opportunity to **“Check”** for understanding again by collecting Exit Slips (now you have proof how close they are to the outcome). These Exit Slips can now be used to **“Change”** your instruction for the next day if need be.

Did You Know...?

When implemented well, formative assessments can effectively **double** the speed of student learning (William, 2011).

Feedback was ranked in the top 10 highest influential factors (out of more than 100) for student achievement.

There is a 23 percentile point gain when goals are written and feedback is in place to see if goal was accomplished.

When tests are not accompanied by feedback, some items (those that were not correctly retrieved) might not benefit from the testing (Pashler, 2005). If students get an item wrong, they NEED feedback to correct the learning. Some feedback might be:

1. Create a personal assignment that students complete for each incorrect item on their test.
2. Write about the approach they took to answer that item (what they were thinking).
3. Write about how their brain came up with the wrong answer (why they got it wrong – may need peer or teacher assistance).
4. Write about what they would do differently the next time.

*Give student partial credit for each debriefed corrected answer OR better yet, students should be able to RETAKE tests that are 70% or lower.

Pointers:

More short, quick quizzes and less LARGE summatives! If students do well on the quizzes, they should do well on the summatives. Take the time to correct and reteach quiz items. Encourage all students to retake quizzes if they receive a 70% or below – after all, that is not mastery!

Show students how to study for these quizzes. Study small chunks of information along the learning journey.

Data Tracker: Formative Assessment

Place student names within the appropriate category after collecting the daily data from the Exit Slips at the end of the class period of subject time (right column). Exit Slips tell me who to support (enrich or reteach) the next day on the objective before I move on.

Period: _____ Subject: _____	
Objective:	
<input type="checkbox"/> Assessment:	<input type="checkbox"/> Observation
<input type="checkbox"/> Formative:	<input type="checkbox"/> Self-Evaluation
	<input type="checkbox"/> Other:
Above Standard:	
At the Standard:	
Below Standard:	

Exit Slip		
Name: _____		
Date: _____		
Objective: _____		

<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> <p>Did Not Get It</p>	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> <p>Need More Practice</p>	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto;"></div> <p>Got It!</p>
Why? _____		

Demonstrate:		

Student Information for Grouping

Directions: List the information you have on each student. Plan a variety of grouping structures based on this information. These groups could be used for as long as a month or two.

Student	Learning Style	Multiple Intelligence	Group Work Behaviors	IEP or 504
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				

Student	Learning Style	Multiple Intelligence	Group Work Behaviors	IEP or 504
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				

Standard Evaluations

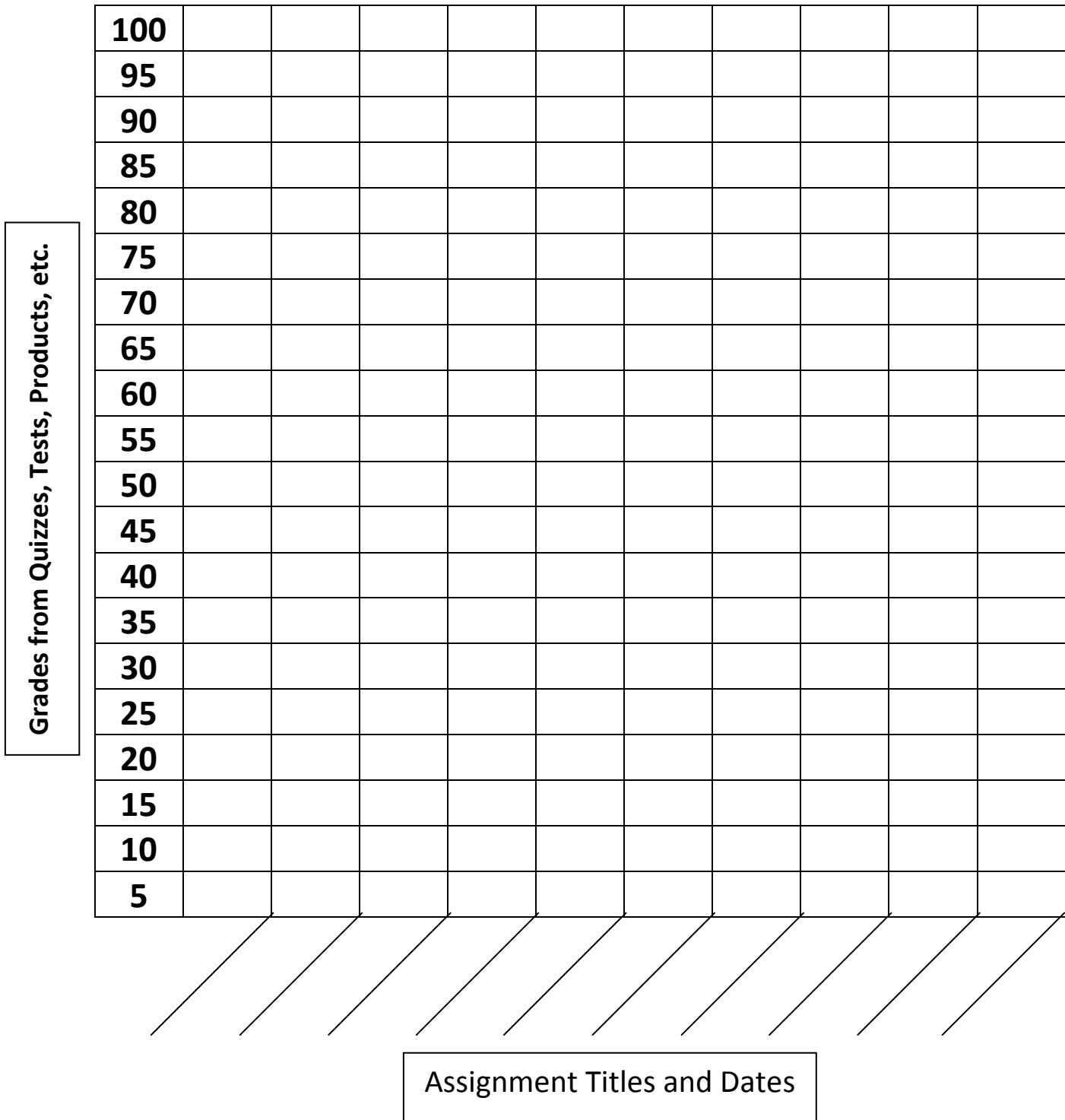
Standard: _____

Student	Objective #1			Objective #2			Objective #3			Objective #4			

My Progress Learning Graph



My name: _____

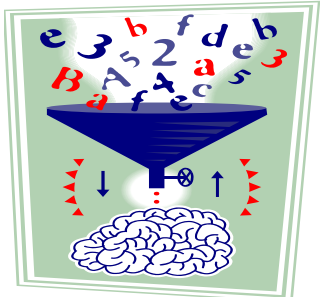

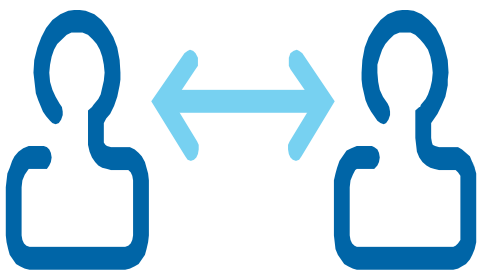
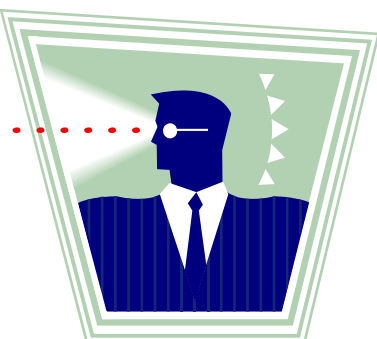
Subject Area: _____



Stop-N-Think

Stop #1 - Warm-Up:	<input type="checkbox"/> Got It <input type="checkbox"/> Need More Practice <input type="checkbox"/> Not Yet
Stop #2 –	<input type="checkbox"/> Got It <input type="checkbox"/> Need More Practice <input type="checkbox"/> Not Yet
Stop #3 –	<input type="checkbox"/> Got It <input type="checkbox"/> Need More Practice <input type="checkbox"/> Not Yet
Stop #4 –	<input type="checkbox"/> Got It <input type="checkbox"/> Need More Practice <input type="checkbox"/> Not Yet
Stop #5 – Closure –	<input type="checkbox"/> Got It <input type="checkbox"/> Need More Practice <input type="checkbox"/> Not Yet

<p>TRUE</p> <p>True False</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p>	<p>NOT TRUE</p> <p>True False</p> <p><input type="checkbox"/> <input checked="" type="checkbox"/></p>
<p>TRUE WITH MODIFICATIONS</p> <p>True False</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/></p> 	<p>UNABLE TO DETERMINE</p> <p>Based on information learned</p> 

<p>SUMMARIZING</p> 	<p>QUESTIONING</p> 
<p>CONNECTING</p> 	<p>CLARIFYING</p> 

Ready to Share



Still Thinking



Level 1
IN THE BOOK QUESTIONS

Right There



Level 2
IN THE BOOK QUESTIONS

Search & Find



Level 3
IN MY HEAD QUESTIONS

Author & Me



Level 4
IN MY HEAD QUESTIONS

On My Own



LIST OF RELATED CITATIONS

“Introduction to Differentiation”

PRESENTED BY STAFF DEVELOPMENT FOR EDUCATORS (SDE)

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